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ABSTRACT

The theme of this special issue is education, democracy, and nationalism. It contains papers from the 1993 meeting, "National Pedagogy Day". Only a few of the 50 papers presented at the meeting are included in this issue. The papers in the issue are: "Powerless Against Criticism of an Anti-Democratic Theory" (J. D. Imelman); "Dutch Academic Pedagogy Between Text and Context" (R. van der Kuur); "Identity, Community, Education" (G. Snik); "Borders of Identity" (J. Masschelein); "Education, Democracy, and Nationalism" (L. J. A. Vriens); "Education, Democracy, and Nationalism" (M. D'hoker); "Democracy, Intellectuals and the University" (I. Weijers); "Are There Still Citizens? Comment on Weijers, Democracy, Intellectuals and the University" (M. Hellemans); "The Post-Modern University" (P. Baggen); "Autarchy, Autonomy, and Indoctrination" (J. Bohlmeijer); "Education with Diversity" (G. F. Heyting); "From Learning School to Education School" (J. Lenders); "Educated Pre-Schoolers in an Educated Culture" (W. A. J. Meijer); "A Temporal-Ethnocentral View of Immigration" (S. Miedema); "Moderate Intellect: the Introduction of Intelligence Testing in the Netherlands" (E. Mulder); "Eroticism at the Border Between Childhood and Parental Love" (J. Noordman); "Natural and Environmental Education, Between Living and Surviving" (J. M. Praamsma); "Children in Danger or Dangerous Children?" (M. Reuling-Schappin); "Nationalism in Dutch Youth Periodicals 1780-1840 (M. Rietveld-van Wingerden); "The Tragic Relationship Among Media, Education, and Democracy" (A. Snick); "Citizenship Education in a Democratic Society" (B. Spiecker, J. Steutel); "Child Abuse: Displaced Problem or Problem of Displacement" (C. Steverlynck); "The Family as Androgenous Figure" (H. van Crombrugge); "Nationalism, Democracy and Educational Freedom" (P. van der Ploeg); and "Particularity in Moral Judgement, a Good Idea?" (G. J. Vreeke). (NAV)